

Student Name: Nick Ober
 Grade: 5th grade

Teacher: Nancy Reynolds
 Date: 2/12/2013

Dhara Sheth

Guess and Check with Teacher

1. What's the Problem (please pick just one for intervention planning purposes)?

- Inappropriate language
- Fighting/Aggression
- Withdrawn
- Work completion
- Non-compliance
- Bullying/Teasing
- Other: _____
- Upset/crying
- Disruptive behavior

2. Please write a summary statement to describe the magnitude of the problem.

For example: John has aggressive behavior with peers that result in a referral 2-3 times per week. An average student in my class receives roughly 1 referral per trimester for aggressive behavior.

great ↓

Nick shows disruptive behavior during class manifested through aggressive acts, non-compliance & interruptions for which he receives 3-4 office referrals/week & fails to meet tier-2 expectation

3. When does the problem occur? (write in an abbreviated schedule for your classroom)

Time	Activity	With Whom	How likely is problem to occur?			
			High	Low	High	Low
8-9	Circle/Sci	Teacher	4	3	2	1
9-10	Writing	↓	4	3	2	1
10-11:30	Reading		4	3	2	1
11:30-12:30	Art/SS Studies		4	3	2	1
12:30-1:00	Lunch		4	3	2	1
1-2:00	Math		4	3	2	1

4. What happens right before the problem?

- Adult directive to transition* group, small group Absence of teacher or peer attention
- Adult directive to work* group Late arrival
- Provocation by peers Challenging task*
- Non-preferred task* - individual

Simplify as much as possible

*Do these behaviors most often occur during whole group, small group, or independent work?

5. In general, what happens after the problem behavior?

- Student gets:
- Student escapes or avoids:
- Adult/peer attention
- Work task
- Preferred activity
- Adult/peer attention
- Preferred object
- Activity or Transition

6. What sometimes makes the problem worse or more likely to occur?

- Day of week
- Lack of sleep
- Illness/health
- Peer conflict
- Time of day
- Hunger
- Home conflict
- Medication changes
- Other: When Nick is bombarded with external demands by adults in his surrounding.

look at the behavior with teacher
 so goes an observation before G&C. A school psychologist visit & observation requires parents' consent

7. What would you like to teach the student to do *instead* of the problem behavior (i.e. raise hand for help instead of cry, ask for a break instead of slam books down on desk)? ^{pre-prepared}

✓ Indicate his mood (frustration, anger, high excitement) using ^{pre-prepared} cards to the teacher or any adult working with him.

8. Any other comments or information that you think would be helpful to the problem-solving process?

✓ 'Shaping' technique would help to show him expected behavior as there is high discrepancy between home & school

Behavior Hypothesis Statement/Description of the Situation

Form a 'good guess' or hypothesis statement based on the information gathered in the *Guess and Check*.

Setting events question #3 - In what activities and with whom did the teacher rate the behavior a '3' or a '4'? On question 6 - what makes the problem behavior more likely to occur?):	Antecedents Question #4	Problem Behavior Question #1	Function Question # 5
(SAMPLE) When John arrives late and is in less structured activities such as literacy centers or recess	and a peer provokes him	he pushes and yells	to get the peer's attention (retaliate)
✓ While doing academic work (Reading, Writing Math) with teacher in class while coming from conflicting home sit ⁿ & hungry	and teacher (adult) gives instructions for work that is not preferred by him	he acts out aggressively towards teacher & peers & then withdraws	to get attention at one moment & later to avoid work in order to get his way out (preferred activity)

Great job!

10/20

Complete Tier III Function-Based Behavior Support Plan given this information.

7. Adult direction is cause ^{for preferred activities} - Teach him some ways ask for break, timer for preferred task, teach him ways to handle the demand of adults to get his work done.